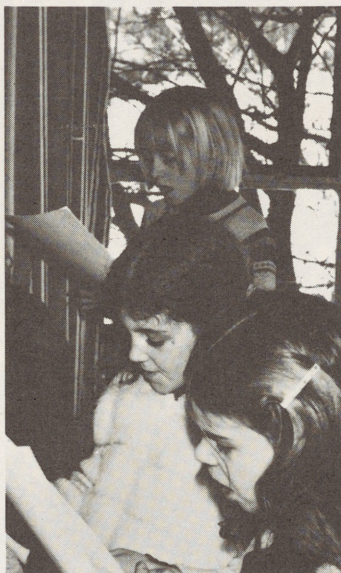


THE NORTH SHORE COUNTRY DAY SCHOOL

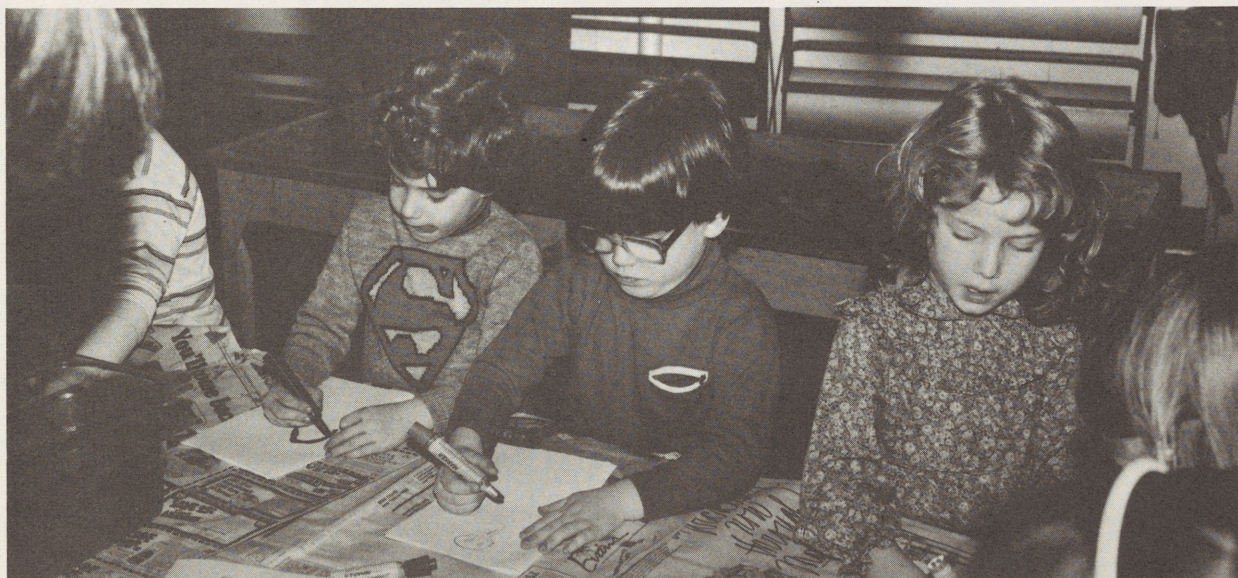
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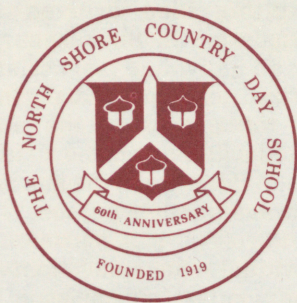
Spring - Summer 1980

Winning Workshops-1980



Twice a week for six weeks, boys and girls in Lower School cooked pioneer food, designed and stitched a historical mural, rhymed in French, sang in German, needle-crafted, read classics, learned about the computer, studied early transportation, reviewed school history, explored the community and studied artists. When the days were finished, the groups shared experiences and information at Little Morning Exercise.





THE NORTH SHORE COUNTRY DAY SCHOOL

BULLETIN

Winnetka, Illinois

Spring - Summer 1980

Internationally Speaking

A Universal Microcosm Stimulates North Shore

Is North Shore Country Day a quiet, insular, suburban school representing a homogeneous community? Hardly!

With the four corners of the world greatly rounded out, students as well as families are on the move internationally. And many have found their way to NSCDS. From three continents and six countries students on our campus today represent Germany, England, Italy, The Netherlands, the U.S.S.R. and South Africa, and each offers a unique heritage.

Two of these students have come to North Shore through international exchange programs. Through the School's new membership in the English-Speaking Union, Tamsin Andrews from Ipswich, England, joined the senior class.

Tamsin, North Shore's first student through the E-S Union, is an accomplished clarinet player who has studied for several years with the Royal College of Music in London and its Junior Department Orchestra and has played in concert at the Royal Albert Hall. She arrived at North Shore in January in time to play the clarinet in Vaudeville and is playing with the North Shore Youth Orchestra now. Her courses here, English literature, drama and art, reflect her family's talents; her mother is a poet and artist and her father, head of the mathematics department at Ipswich School, is also church choirmaster and organist. Tamsin acknowledges her deep Christian convictions to these influences. Before returning to England in the fall to attend York University, she plans to travel in the southwest and in New England.

Robert Bloemendaal from The Netherlands is an exchange student with the Experiment in International Living. From Emmen in northern Holland, Robert came to NSCDS in January as a senior. He's studying drama, art, and

psychology, and also writing music under Mr. Allison's instruction. Robert has finished six years of concentrated science education in preparation for a scientific program at Erasmus University at Groningen, Holland. He speaks French and German as well as English and Dutch. North Shore offers him the opportunity to spend several hours a day in the art room and he'll be on the tennis

courts this Spring, too.

An Italian influence comes from Francesca Mazzanti of Florence. Francesca, attending North Shore for the academic year, lives with a school family, who are friends of her parents. The sparkling senior finds major differences between Italian schools and North Shore. Specialization in a major subject directs the five high school years in Italy, where there are no experiences in sports, music, art or in extracurricular activities. Favoring the opportunities she finds at North Shore, Francesca says, "I like the school very much. It's completely different from mine." Francesca, Robert, and Tamsin all sang in the March production of "The Pirates of Penzance" with Tamsin taking

the role of Ruth in one performance.

Two girls represent Germany this year, Nana Muschenheim and Cristina Glaeser.

Nana, who was born in Germany, has a German mother and an American father and has lived in several countries. She has gone to schools in Germany and to the International School in Tehran, Iran, as well as in Evanston, where her family has lived for the past few years. Nana is in her junior year and says, "I like the small size of the classes, the atmosphere and the teachers. I'm working hard but I like it." Unlike the other "internationals", Nana is a resident of the US now and will finish her secondary education at North Shore.

Through their parents' friendship, Nana spent last summer visiting Cristina in Freiburg. When it was time to return to Evanston, Cristina came with her to spend a year here.

Cristina, who was born in Argentina, has also lived in Iran. Her last nine years were spent in Freiburg where she has studied English for the past six years. A student keenly interested in politics, Cristina has found the national election and primaries absorbing and has participated as a precinct worker for the Independent Voters of Illinois. She will return to Germany in the fall as a sophomore and will concentrate on politics and languages.

Brian Perkins, whose family is hosting Robert Bloemendaal, has also experienced life in another country. He was born in South Africa and lived in Belgium before moving to the US five years ago.

Three students new to NSCDS as well as to the United States, have recently left Russia to live here permanently. Sandra Nedlin, who has been in the country the longest of the three, arrived two years ago with her parents and younger brother. Before she left her home in Leningrad, she was attending English School, a competitive school specializing in English language. "In Leningrad there are many different schools, each specializing in a language or field, and for which you must qualify," Sandra remarked. She enrolled in her English School when she was eight years old. After graduation in June, she



In the Laird Bell Room are (l to r) Brian Perkins, Cristina Glaeser, Francesca Mazzanti, Tamsin Andrews, Robert Bloemendaal, and Nana Muschenheim. Not pictured is Sandra Nedlin.



Middle Schoolers from other countries are Chris Dymond from England, and Andrei Pokrovsky and Alexander Igonnikov from the USSR.

From the Headmaster

Richard P. Hall

All through this Bulletin you will read about the new and exciting activities that involve all members of our School community, and especially you will note an increasing number of activities which concern the School's graduates. The reunion of the Classes of 1953 and 1954 was a huge success, as were the December 28 party and the Gilbert and Sullivan gala. I look forward to the many opportunities ahead to meet the School's alumni.

As I talk with you, and as I hear you tell of your days at The North Shore Country Day School, I am reminded of a statement by the Headmaster of Noble and Greenough School in Dedham, Massachusetts, as follows: "Virtually every day I am asked, in one way or another, to defend, or at least to present an argument

for, independent education. I respond in one of two ways. First I speak of the cutting edge, excellence, innovation. But more often, far more often, I speak of something else. That of which I speak is a place in which a person finds his own worth, and as he finds it, so he discovers that he has more worth and in more ways than he ever knew possible. But if this happens, if it happens again and again at your school or mine, then the way in which it happens is expressed, communicated, finally made real and allowed to grow, in story. There is always a story of one moment, one conversation, when it all happened, and the whole experience became worthwhile. Begin there, blow it large, tell the story and allow people to hear, and you have the very heart and core of independent

education."

I write to tell you that the stories you tell and the stories of the current students bear many resemblances, yet do reflect a world different from the one you experienced. Many of the values, however, remain constant. I write to invite you to return and listen to the tales told by the students of 1980. They are interesting, vital, and reflect this place which means so much to so many of you.

One of my favorite ways to describe the role of a good independent school begins with an article entitled, "The Case Against Complacency" by John Holdren. "The demands which our times put upon those who would enjoy thoughtful membership in a world community are only slightly greater than the requirements placed upon those who would be members of their own immediate communities."

I see the words "**would be members**" as key words, especially as they relate to the crucial importance of **participation** in the educational career of North Shore students. "**Would be members**" implies an active choice to become involved and to get along with one another through joint activity—and that is the essence of spirit in a school. And that is what comes through loud and clear in the "stories"

alumni and current students tell. It may be the story of a new and exciting idea evolved through discussion in Shakespeare class, or an individual discussion with a prized teacher, or a performance in the chorus of the opera, or vaudeville, or on the field hockey field. But always the stories I hear involve another person.

Rarely is it a matter of an individual accomplishment—rather the fondest memories of alumni and students involve **joint** successes, and that speaks very well for the past and present of this fine school. What better preparation for "thoughtful membership in a world community."

The demands of the times change, and good schools change with them, but the basic assumptions should remain. Exemplifying this is North Shore's new Philosophy and Objectives just formulated for the upcoming Evaluation of the School. If a school has a story worth telling, it's because its students "would be members of their own immediate community"—*their* school. It's always been so—it's part of the fabric of North Shore—it's the way a person finds his own worth. Students and Faculty have that experience here and now, and I write to tell you that the stories continue to be told.

NORTH SHORE JOINS A BETTER CHANCE

This Spring, NSCDS became a member school in A Better Chance, Inc., a national non-profit minority talent search program serving member secondary schools.

Identifying top students from minority sectors, ABC's goal is to increase substantially the number of well-educated minority people who will assume responsibility and leadership in American society.

Established in 1963 by a group of independent school headmasters, ABC has recruited more than 6,000 well-qualified students, placed them in excellent secondary schools, and supported their efforts as students. By offering educational opportunities to bright youngsters, ABC helps the students, enriches the schools they attend, and ultimately benefits the adult life those students will enter.

While ultimate admissions are determined by member schools, ABC screens candidates with its high standards. Students must be in the top 10% of their class, have a grade point of at least 85, score well on the required Secondary School Admissions Test, have special academic and personal recommendations and demonstrate motivation for a challenging education experience.

North Shore expects to enroll two freshmen in September through this program.

continued from page 1

plans to go to Grinnell College.

Upper School isn't the only division savoring the international flavor. Last fall, Andrei Pokrovsky entered North Shore's sixth grade. When Andrei and his parents moved here from Moscow over a year ago, his father was a professor at the University of Moscow. Now they are settled in Evanston, and his father is teaching Russian literature at Northwestern.

Comfortable in his new school, Andrei does miss his friends in Moscow. "I miss the beauty of the city. The center of Moscow where I lived is beautiful with 19th century buildings, and wide, wide roads." His Russian school was much stricter than North Shore, he claims, but he likes this more relaxed atmosphere.

In February Alexander Ignolnikov entered North Shore's eighth grade. Alex faces the greatest challenge of his two compatriots in that he is still mastering English. Fortunately, Sandy Nedlin has time to tutor him every afternoon and Andrei is never far away in Middle School to give a hand or a word. His father, formerly assistant concert master of the Leningrad Philharmonic, now plays violin with the Chicago Symphony.

Middle School also boasts an English student, Chris Dymond, from Epsom. Chris is a sixth grader whose family will be in the US for three years. "There are lots of small differences between my English school and North Shore," Chris declares. "First of



Seniors Matt Weisenberg and Stuart Mason await their cue in the Spring production of "The Pirates of Penzance," exactly 100 years after Gilbert and Sullivan first produced "Pirates" in the U.S.

all there are girls here, and better equipment, like the computer." As for North Shore being less strict than his English school, Chris would choose a mixture of strict and informal styles.

Lower School feels the influence of this small world, too. Carsten Thode moved here from South Africa last year at the young age of four. He's now in senior kindergarten. Also in their second year at North Shore are the Voegler boys. Sebastian in first grade and Max in third started school here speaking no English. It wasn't long, however, before they mastered their new surroundings and their new language.

As students of all ages come together in study and play, making friends, sharing ideas, broadening interests, increasing understanding, they find exciting new dimensions of their world and of themselves.

The North Shore Country Day School BULLETIN

Spring-Summer 1980

President Alumni Association,
Phyllis B. Perkins

Chairman, Alumni Giving,
Francis R. Stanton

Executive Director, Jean K. Talley
Editor, Barbara B. Modisett

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policies so that each student is equally
accorded all the rights, privileges,
programs, and facilities made available
by NSCDS.

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People, Plans & Programs

INITIATE SUMMERMUSIC JUNE 23-AUGUST 1

North Shore Summermusic — it's a new summer music camp at home. For six weeks this summer, June 23 to August 1, student musicians in grades six through twelve can participate in a variety of instrumental music activities on the Winnetka campus of its co-sponsors, The North Shore Country Day School and the Music Center of the North Shore.

The two schools have designed a three-day-week music program offering musicianship, piano sight reading, individual lessons, orchestra and chamber music at set times on a Monday, Wednesday, and Thursday schedule. Participants can elect part or all of the activities allowing them time for other interests or jobs.

Stanley M. Ackerman, Director of Orchestras at New Trier East High School, will direct the orchestra and chamber music and Kalman Novak, Director of the Music Center, will teach piano sight reading. Music Center faculty complete the roster of teachers. Linda Gibson, North Shore's music instructor and director of the Evanston Children's Chorale is the Summermusic Director.

COMMITTEES INVOLVE HALL NATIONALLY

Richard P. Hall, in his first year as Headmaster at NSCDS, not only faces the complexities of administration in a new environment, but also assumes a wide role with several educational associations. Recognizing that such professional affiliations are directly as well as indirectly beneficial to North Shore, he is very active with the National Association of Independent Schools.

As Chairman of the key Teacher Services Committee of NAIS, Mr. Hall is responsible for regional and national teacher workshops throughout the year and summer, for professional newsletters to teachers, and for a proposed teacher handbook which will detail community resources, exchange programs and opportunities for professional growth outside the schools.

A second assignment with NAIS is his position on its Academic Committee which serves to present educational issues to teachers.

Within months of arriving in the Chicago area, Mr. Hall was named Vice-President of the Independent Schools Association of

Greater Chicago, and he has participated in the organization of a faculty institute with James Bostain, a scientific linguist with the Foreign Service Institute of the Department of State as speaker.

As a member of the English-Speaking Union, Mr. Hall also serves as Midwest representative on the selection committee for exchange students applying for study in Great Britain.

BEGIN EVALUATION FOR ISACS

It's North Shore's evaluation time for membership in the Independent Schools Association of the Central States.

Every seven years member schools of ISACS are accredited through an evaluation procedure. Under the guidance of a visiting team selected from member schools, the self-study looks closely at all aspects of the School.

North Shore began in the fall to examine the School's Philosophy and Objectives, through meetings with the Parents Association, the Student Council, the Education Committee of the Board, and the faculty. Twenty-two faculty committees will gauge the effectiveness of the School's programs against these newly stated objectives.

William Harris, Headmaster of St. Paul Academy and Summit School in St. Paul, Minnesota, is chairman of the visiting team which will spend four days on campus in October in their final evaluation.

E-S UNION PROMOTES STUDENT EXCHANGES

North Shore, entering a new membership with the English-Speaking Union, is now eligible to participate in student exchanges with Great Britain. British Public Schools (i.e. independent) and American independent schools in this membership benefit from the young men and women who share their backgrounds, experiences, and outlooks with their hosts. North Shore is currently hosting Tamsin Andrews of Ipswich, England, a post graduate student for the second half of this year. North Shore's Headmaster, Richard Hall, is midwest representative with the E.S. Union for the selection of American students applying to study in Great Britain.

NEW TESTING SERVICE MEASURES STUDENTS

The mysterious world of tests and measurements will become dramatically clearer and more comprehensive through North Shore's new membership in the Educational Records Bureau. This service offers standardized testing for all grades in both aptitude and achievement areas. The scores not only measure an individual but also equate the results nationally with other independent schools. The new testing will also be used by the Admissions Office.



Dick Hall presents Faculty Award to Eileen Donoghue

DONOGHUE WINS FACULTY GRANT

Eileen Donoghue, Chairman of the Mathematics Department, was awarded the first Parents' Association Grant for Professional Development in an announcement at Morning Ex in March.

Last fall, the Parents' Association voted to make a grant of \$1,000 to a member of the faculty who presented a summer project that would be of great personal benefit, as well as being an experience that could be shared with the school. Miss Donoghue was chosen by the Headmaster's Advisory Committee from a field of five applications.

In making the award, Mr. Hall stated, "It is, in fact, granted to one of North Shore's most respected teachers. Her proposal is typically scholarly, interesting, and fulfills all of the qualities of a search for personal and professional growth and thirst for knowledge that we know to be the mark of the highest order of teaching."

The award enables Miss Donoghue to attend a summer conference in California of the 4th International Congress on Mathematical Education and to travel to Ireland for summer studies.

LINCOLN LETTER IS MEMORIAL TO FRANK WOLLAEGER

An original letter of Abraham Lincoln, housed for years in the Headmaster's office, has been documented, restored, and remounted in memory of Frank A. Wollaeger, member of the school's Board of Directors from 1972-75 and 1977-78, who died in May 1979.

This unique memorial includes a detailed authentication and historical documentation by Ralph G. Newman, internationally recognized authority in this field.

The text of the letter appears on page 295 of Volume II of *The Collected Works of Abraham Lincoln*, Rutgers University Press, 1953-55. In 1854 Lincoln had been elected to the Illinois House of Representatives, but resigned to seek election to the United States Senate. This letter was written after he had announced for the office and was intended to answer some who thought he might not fairly represent Northern Illinois.

Now protectively mounted and boxed, the letter, considered to be important for its political content, is handsomely preserved in a place of honor.

MUSIC MAJOR ENRICHES GRADES

At a time when many schools, public and private, are cutting back on arts programs, North Shore has enlarged its musical education and training throughout all grades.

In cooperation with the Music Center of the North Shore, a high school music major course of study is now part of the Upper School curriculum. A serious musician can study and train in this program and qualify for admission in college schools of music and conservatories. A brochure outlining this curriculum is available in the Admissions Office.

A sharing of faculties and facilities between the two institutions, and the formation of the North Shore Youth Orchestra are the structure of the program.

Middle School has its own music major course, with sixth, seventh, and eighth grade classes in musicianship, ensemble, orchestra, chorus, as well as individual lessons. A limited number of students are admitted to this program through audition as well as through academic qualifications.

Added to the present choral and Orff instrument program in Lower School is new special instrumental instruction by Music Center faculty.

OPINIONS: Preferences for Independent Education

by Miriam Feinstein, a student

One of the most attractive qualities of North Shore Country Day is its intimate and relaxed atmosphere. This feature makes for a school comfortable both academically and socially.

North Shore is aptly described as a "family school". Students, teachers, members of the administration, and parents know each other well and generally get along. This intimacy contributes to a sense of well-being and an informal atmosphere. This kind of situation is academically healthy. Knowing and feeling comfortable in the presence of teachers and other students, one is more apt to go for help and to speak up in class. This is, of course, more productive than being uncomfortable and afraid to ask questions.

Another advantage of this student-teacher relationship is the relative eagerness of the student to work. Knowing and respecting one's teacher, a student has a more personal stake in his schoolwork: he wants to show his teacher that he can succeed. This factor heightens the motivation a student already has. He cares about his teacher's opinion of him and so strives to gain his respect.

This same informality allows for new students to be accepted easily into school life. North Shore students are, on the whole, open and welcoming, and the new student usually feels at home before long. This friendliness and warmth make students happy, and in consequence, they enjoy school more.

The communication and mutual respect resulting from the informal and intimate atmosphere at North Shore provide a healthy setting. Students comfortable both academically and socially are far more apt to learn, be happy, and enjoy school than students who are not.



Springtime on campus - and "Statue of a Woman" by Steve Rich, welcomes the season from her vantage point, just west of Dunlap Hall.

by Sharon Cooper, a parent

At first glance, the reasons why I prefer to have my child continue at The North Shore Country Day School during the upper grades instead of sending her to a reputedly excellent public high school seem straightforward. The first reason is obvious. This school implements what I feel to be important to my daughter's personal and academic education. From that point, I scuttle to the standard arguments of academic excellence, individual attention and smaller classrooms. Added to these are the value of learning how to work in depth and the not entirely rational reason of my having gone to a school that was very similar to Country Day. Each parent's reasons for choosing a small, private school differ. My intent is not to define those reasons but to present discoveries and ruminations of my own.

In order to help myself accomplish that, I initiated a border skirmish with a good friend who is articulate and has a child in public school. I was only barely able to restrain him from the opening stanza of the "Real World" song.

In search of the REAL WORLD

Under the "Real World" argument come such marvelous comments as "Private-Schools-Are-Too-Sheltered" or "They-Need-To-Be-Toughened-For-College" and finally, my most favorite, "IT DOESN'T PREPARE THEM FOR THE REAL WORLD!" This last one calls up a spectre where the privately schooled child will seemingly crumple before the onslaught of thundering reality. Public school becomes a vast field of sturdily growing corn while I am nurturing a hot house sprout.

The reason for my sparring with my friend was to find out what he means by the "Real World". He was unable to give a cogent explanation and neither was anyone else whom I spoke with in my search. It seems to be a relative evaluation. The "Real World" is almost always "out there". It has to do with coping, surviving and making it in a crowd that doesn't really care if you stand or fall. Pretty grim stuff and true for all of us at one time or another, but in terms of exact definition my search produced two lumps. The first is that it's all the real world and the second, there is no real world. The reality to me, is that the "Real World",

however defined, barely scrapes by because of the efforts of those who care and caring is the central issue on which my whole decision turns.

I'm not talking about being cared for except in terms of it teaching you to care about that which is relevant and to **not** care about that which is not relevant. As to what those qualities are, I can only be highly subjective. To me, it is caring about yourself and the world of which you are a member. It is caring about a scholarly approach to gaining knowledge and the avoidance of a slovenly mind. It is caring about that which is excellent and finally, taking your place as part of the solutions and not part of the problems.

*"Note please that
caring and love do not
equal protection or
shelter."*

Caring is a learned response. In order to love or care in a constructive and positive way, you have to have experienced it. It has been established to my satisfaction that environment (physical, emotional and intellectual) plays a giant role in allowing you to become what you can be or it can keep you from becoming what you could be. This conditioning will be with you for the rest of your life. Note please that caring or love **do not** equal protection or shelter. On the contrary, they can be perilous and I am greatly concerned that my child incorporates their parts and qualities in ways that will benefit her the most. They may not be the easiest ways, but hopefully, the best I can find.

That is the reason my daughter has remained at Country Day. I came to the school initially in the hope that my child's education would involve all of this. I have stayed as that hope is being realized.

I believe that one foundation stone after another is being placed for her as the years go by.

Within the environment of the small classroom, both teachers and students become very three dimensional and highly colored. Everyone brings his or her total experience to class. There's no crowd of thousands to fall back into and disappear when the going gets too close or too tough. You come back and deal with the same small groups day after day. Instructors and students see each other with unusually few barriers. You have pores at Country Day.

There may be days of perfect union and there may be flaming rows or it could be dull grey for a stretch, but you deal with each other until guilding interpersonal relationships becomes a way of life. A small school is, to me, the best vehicle to learn what is image and what is essence in others

and yourself. The glossy surfaces simply erode. The faculty knows when my daughter is doing her work or is just getting by. She knows that they know because they talk to her about it. They talk with me about it. They know when she's scanned passages of Shakespeare and waffled her way through or memorized lines without their meaning for a grade. At Country Day, there is a greater chance that my daughter is going to be shaken out of that waffling, that she will read Shakespeare where it will, at some point, explode for her and that door will slam open in her mind forever. She will have learned to care about something excellent in this world and incorporate it into her life experience which goes on to shape other experiences. She's learned that it's a lovely thing to tickle with math equations and have them work. She cares about it enough to go back and hammer it out if it doesn't work. It is no miracle that she does care. She is surrounded with it.

I have been a parent in the school for some years now and have been involved in a lot of it, but the common thread surfaces again and again. Caring about the children. Are we serving them the best that we can? Never mind that we may all differ on how it's accomplished. It will be tried and tested by strong people whose motivation is the same and the school goes on.

*"My daughter is being
served by some of what
I hold to be excellent
and fine in this world
hour by hour..."*

The beat never stops. My daughter is being served by some of what I hold to be excellent and fine in this world hour by hour, day by day and is learning to serve the same. Needless to say, I strongly approve my daughter being a part of a structure containing faculty, parents, alums, students and friends who care enough to combine their differences to produce their best for a child's education.

To wrap this up, I trust the integrity of my own experience. I was privately schooled and chose to go to a giant university and from there to the rapidly changing world of the sixties. Where I lived and what I did had wide modulation and I was served exceedingly well all of my life by a school much the same as my daughter's. For me, the inability to deal with the "Real World" has simply not been an issue. I am grateful to my school for the preparation it gave me and grateful for the opportunity that my daughter has of having a similar experience. It is for that opportunity, that hope, and the continued realization of both that she has remained at The North Shore Country Day School.



Ready for their performances are: Vernon James '76, Joel Parshall '68, Jean Wright Haider '60, Charlie Ingram '75, and John Leimert '69.



From the H.M.S. PINAFORE are Cheryl Smutny '77, Steve Walter '77, Susan Stetson '72, Tom Howland '73, Judy Berry '68, and Bob Elisha '77.



Matt Berman '79, Jill Witte Gardner '69, and Debbie Dunn '68 recreate roles from the MIKADO.



Who can forget the show-stopping trio from IOLANTHE? Here it's Vernon James '76, Charlie Ingram '75, and John Leimert '68, (above left). "I have a song to sing, O" from YEOMEN OF THE GUARD, brings Mary June Newman Howe '63, and Nick Babson '64 to the stage.



Some deliciously wild and crazy performances were from PATIENCE with George Rogers '78, Holly Cummings Jensen '53 and Stuart Rogers '74.



THE PIRATES OF PENZANCE came too, with Judy Berry '73 and Debbie Dunn '68, joining the police: Charlie Ingram '75, Mark Wollaeger '75, R.J. Damon '78, Lynn Williams '25 (as Sergeant of Police), and Phil Boal '75. Joshua Paul '75 is the very model of a modern Major-General.

Taranta-ra!

Songs and spirits soar in Alumni G & S Gala

They were all there — Iolanthe, Pitti-Sing, Ko-Ko, Yum-Yum and Nanki-Poo, the Mikado, and the Captain of the Pinafore — in a riotous evening of the best of Gilbert and Sullivan.

Following the December 28th party and reception for Headmaster and Mrs. Hall, thirty former opera leads from the school's annual Gilbert and Sullivan productions donned costumes and make-up, and to the thunderous applause of a full

house of friends and alumni, sang again the delightful melodies from their school days.

The audience, sitting in sections assigned by vocal parts, topped off the evening with several enthusiastic choruses. The evening, conceived and directed by Vincent B. Allison, was a complete smash! By popular demand there will be another 'Alumni Evening of Gilbert and Sullivan' next January 28th, following the annual party.



The three little maids from THE MIKADO are Debbie Dunn '68, Gwynne Sigel '79, and Judy Atwood Wright '54, (above left). Taber Allison '70, sang "I've jibe and joke," from YEOMEN OF THE GUARD.



INITIATE FIRST PHASE OF LANDSCAPE DESIGN

Beautiful flowering crabs, handsome redbuds, and an avenue of maples will make an appearance on North Shore's campus this Spring. A new campus landscape plan, in memory of Rosemarie K. Smith (Mrs. George D. II) past president of the Woman's Board who died in February 1978, has been designed under the auspices of the Woman's Board. Memorials from friends of Mrs. Smith were matched by funds from the Woman's Board to enact the new long range plans.

To be implemented in three phases, the memorial landscape plan includes dozens of new plantings as well as an improved and expanded hilltop parking area, bringing new beauty to the campus.

A Norway maple on the avenue of maples will be planted as a memorial from John Jameson of Winnetka to his son, John H., Jr., who died in January 1979. A member of the Class of '43, John H. Jameson, Jr. is remembered as captain of the 1942 football team

and for the musical, Zingabru, produced by North Shore with book by Mr. Jameson and music by former North Shore music teacher, Ramsay Duff. He also wrote a second musical, "The Safecrackers."

North Shore's complete landscape design, by Novak, Carlson, and Associates, can be seen in color, handsomely framed, in the Laird Bell Room.

SCHOOL RECEIVES AUDIO-VISUAL EQUIPMENT GIFT

Through the generosity of a North Shore graduate, the School is the fortunate recipient of a large assortment of technical supplies in the audio-visual field. In the inventory are a teletape videotape recorder, synchronized sound slide projector, carousel dissolve controls, slide duplicator, transmitters, receivers, audio-masters, photographic supplies, and much more, all of which greatly enhances the School's audio-visual capacities.



Virginia S. Deane, former Dean of Girls at North Shore stopped by the campus this Spring for a morning visit. Miss Deane is now vice-rector at St. Paul's School in Concord, N.H.

Correct Family Award 78-79 Alumni Fund

The Family Title for the 1978-79 Alumni Fund Drive was incorrectly listed in the last issue of Bulletin as being shared by the Howe and Dern families. In declaring the family title, brothers and sisters of a given family and their children are counted, excluding in-laws and spouses. With corrections in identification, the actual family winner of that fiscal year is the Johnson family, Robert M. '43, Chris '66, Craig '70, Nick '72 and Dale Johnson de Peyster '36.

In Memoriam

Marion Fulton Bebout ('23)
(Mrs. Lawrence)
Howey in the Hills, Florida

Denison F. Groves ('28)
April 26, 1979
Tampa, Florida

Richard Blackburn ('41)
May 7, 1977

Harriet Street Lambart ('33)
(Mrs. Eric C.)
December 1979

Esther Kuh Askow ('41)
(Mrs. Irwin J.)
December 16, 1979
Winnetka

Janet Harris Swanhart ('35)
(Mrs. Lewis R.)
January 10, 1980
Claremont, California

William W. Miller ('22)
Berkeley, California

Talcott Griswold ('25)
January 18, 1980
Tucson, Arizona

Rosamund Coffin ('25)
February 2, 1979
Boston, Mass.

Alumni Fund Drive Inches Up

With two months remaining in the fiscal year 1979-80, the Alumni Fund Drive in the 60th year of the School's history has reached a total of \$21,268.61, representing contributions from 330 alums and two friends of the School. This compares with a total for all of last year of \$26,034.00 from 436 alums and eight friends. In this year's giving so far we have received contributions from 110 donors who did not give last year, but at the same time we still hope to hear from approximately 200 who did give last year but who have not given so far this year. "We remain hopeful of at least equalling last year's numbers, both on dollars and donors," stated Francis R. Stanton, Director of Alumni Giving.

Name Class Agents for 80-81

The following graduates are named class agents for the Alumni Fund Drive for fiscal year 1980-81.

- 1921 Katherine Mordock Adams
- 1922 John B. Mordock
- 1924 Eleanor McEwen McDevitt
- 1925 Stewart Boal
- 1927 Francis R. Stanton
- 1928 William C. Fowle
- 1929 Lucie Jacobs Bergen
- 1931 Frances Bell Osgood
- 1932 Frederic A. dePeyster
- 1933 Roderick and Marjorie Webster
- 1934 Scotson Webbe
- 1935 Julia Mason Drake
- 1936 Margot and Harris Barber
- 1937 Virginia Ballard Cherry
- 1938 Lawrence Howe, Jr.
- 1940 William R. Benoist, Jr.
- 1941 Julia and Henry Bartholomay III
- 1943 Anna Selfridge Steinhoff
- 1946 Barbara Favill Marshall
- 1947 Kenneth M. Henderson, Jr.
- 1948 Edrita Ford Braun
- 1950 Audrey A. Gallery
- 1951 Audrey Lawrence Bird
- 1952 Susan Baskin Bernhard
- 1953 Duncan G. Farrell
- 1954 Judith Atwood Wright
- 1955 Lisa McEwen Tingley
- 1956 Marcia McMillan Hines
- 1958 Susan Harris Thompson
- 1960 Roger S. Griffin
- 1961 Harry L. Drake
- 1962 Thomas F. Geraghty III
- 1963 Barbara Schilling Stanton
- 1964 Holly Potter Fromm; Marguerite Paul (Marnie)
- 1966 Leigh Schweppe Buettner
- 1968 Alexander G. McAlister
- 1969 Hunt Hamill, Jr.
- 1970 Jim Leslie
- 1971 William R. Wirtz
- 1972 Nicholas M. Johnson
- 1973 Jervis B. Perkins
- 1974 Lynn A. Elisha
- 1975 Charles H. Ingram
- 1976 Andrew W. Brown
- 1977 Lauren K. Stone
- 1978 Andrew B. Nathan
- 1979 Andrew J. Sullivan



TALCOTT GRISWOLD DIES IN ARIZONA

Talcott Griswold, Class of 1925, died January 18th, 1980, in Tucson, Arizona, where he and his wife had lived for the past fifteen years. He had been closely associated with North Shore for over fifty-five years.

Throughout his life, beginning with his student days, Mr. Griswold was deeply involved with this School, as student, parent, and director. He served on the Board of Directors for eight years, with a rare two successive terms as President, from 1952 to 1956. During this period he created the faculty housing loan program, and he announced the February 1954 appointment of Nathaniel S. French as Headmaster, who succeeded Perry Dunlap Smith, the School's founder.

Mr. Griswold is survived by his wife, Jay, who served on the School staff from 1955 to 1965 as assistant to the Head of Lower and Middle Schools, and by their three children, all whom graduated from North Shore: Natalie

G. MacElwee '54, Talcott, Jr. '58, and Leslie G. Berry '65.

In recognition of Mr. Griswold's long and valued support of the School, the following resolution was made at the February meeting of the Board of Directors:

The Board of Directors of The North Shore Country Day School wishes to express to the Family of TALCOTT GRISWOLD '25 the appreciation of all its members for his long-time dedication to the School

Whereas, Talcott Griswold was one of the first students of North Shore and served on its Board of Directors with two terms as President; and Whereas, Talcott Griswold was the father of three graduates of North Shore and the husband of Jessie Crane Griswold, for many years connected with the administration of the Middle and Lower Schools; and Whereas, Talcott Griswold continued his interest in an support of North Shore for many years, now therefore let it be Resolved, that this resolution be spread on the Minutes of this meeting of the Board of Directors of The North Shore Country Day School, and that a copy thereof be sent to the Griswold family as an expression of the gratitude of the entire School family.

signed: Richard J. Franke,
President,
Board of Directors
Richard P. Hall,
Headmaster

February 11, 1980

Alumni Notes

Margaret Brown Wood '24 (Mrs. H. Curtis, Jr.) was ex. '24, but "so happy in my three years of high school there that I have been contributing ever since you've had an Alumni Fund. The only reason I did not stay to graduate was that my father had a form of sabbatical and took his family to France for a year, where I attended a fine little school in Cannes, and then went on to Smith College. But I am still an NSCDS fanatic!"



(Chicago Sun-Times Photo by Jim Klepitsch)

Marian Alschuler Despres '26 (Mrs. Leon M.) was honored by the Harvard Club of Chicago in February with their 1980 Annual Award. The recognition spotlights her work with architectural preservation and restoration in Chicago, most specifically in promoting the restoration of Chicago's Glessner House and in the creation of the Chicago Architectural Foundation's walking tours.

Emily Pope Hoffman '27 (Mrs. Robert M.) and her husband traveled through Europe last fall and visited the Steiff Teddy Bear factory in Germany. She has one of their oldest teddy bears which will be displayed at Steiff's 100th anniversary jamboree in September.

Roger Fisher '39, Samuel Williston Professor of Law at Harvard, teaches an undergraduate course called "Coping with International Conflict" with an approach to such problems using analytic tools. A feature in the March issue of Harvard magazine discusses his controversial approach as described in the Boston Globe and in Newsweek.

Suzanne Griselle Picard '46 of North Westchester, Conn., is an occupational therapist currently driving a deaf three-year-old to his special school, a daily round trip of 56 miles. She hopes to be with public schools in her rural area when appropriations permit it.

Sally Moyer Lawson '47 of Chillicothe, Mo., has three grandchildren. Her oldest daughter, Julie, and her husband, both music teachers, have two boys, and Janie, second daughter, has a girl. Oldest son, Cub, is farming, middle son, David, is a music major in college, and youngest, Cally, is in 8th grade.

Barbara S. Montague '47 has legally changed her name to Barbara S. Gardener. She is Art Director at Marin Academy, Mill Valley, California.

The Rev. Michael Blecker '49 Headmaster of St. John's University, Collegeville, Minn., has been elected to the Board of Directors of St. Paul Academy and Summit Schools in St. Paul.

Sue Farley Sanders, '51 (Mrs. Harold L.) lives in Tampa, Florida, where her husband is a cancer surgeon and also board member of the Berkeley Prep school. Their two children are in college, their daughter as a junior at Dartmouth, and their son as a freshman at Stanford.

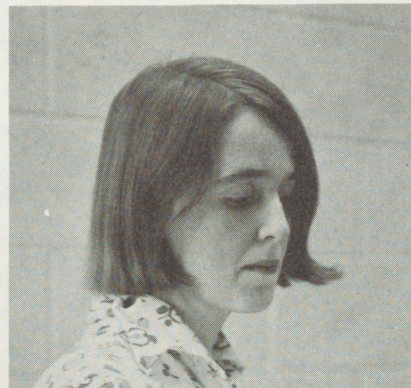
Gerald Wallace Hunt '57 is an attorney with Hunt, Stanley, Hosler, and Rourke, in Yuma, Arizona.

David Marshall Hunt '58 is Assistant Professor of Business Management at Miami University, Ohio.

William F. Steel '60 and his wife live in Africa's Ivory Coast where he is with the African Development Bank.

Christine Burton Preston '63 writes, "Reading the Bulletin brought back many beautiful memories of the wonderful years which I spent there." Christine attended North Shore from senior

Kindergarten through ninth grade, then went to Glenbrook North High School. After attending William Woods College in Fulton, Missouri, she married and now has a 12 year old daughter and lives in Arlington Heights.



Phoebe Pettingell Hyman '64 is poetry critic for *The New Leader* and has been published in several anthologies. Her literary life includes editing and writing the introduction to a posthumous collection of her late husband's essays, *The Critic's Credentials*, and frequent lectures. Phoebe and her young son, Malcolm, live on Denby Island, Three Lakes, Wisconsin.

John G. Chamberlin '65 owns and operates a 60 acre farm in Oregon's Columbia River gorge. The house lawyer for Portland's Human Resources Bureau, he lives in a utility-less owner-built cabin with his 4 year old son, Samuel.

Campbell Stanton '66 and Susan Dee Pesses were married March 9, 1980 in Paonia, Colorado. In the wedding party were family members **Francis S. Stanton '73**, best man, and as ring bearer, Zachary Schilling Stanton, son of **Barbara Schilling Stanton '63** and **William P. Stanton '64**, and nephew of **Michael S. Schilling '59**.



David Misch '67 recently moved from Los Angeles after two years as story editor on the "Mork and Mindy" show. He is currently free-lancing in New York.

Calling all authors . . .

North Shore's library is forming a "NSCDS Authors" corner to house books written by our alumni. We would welcome your book(s) for this special area. Won't you please enscribe a copy and send to us for our new permanent NSCDS authors' shelf?



Suzanne Folds McCullagh '69 is co-author of *Italian Drawings* in the Art Institute of Chicago, the first volume in a series of four devoted to the Institute's drawing collection. Alan G. Artner, art critic with the Chicago Tribune called it, "One of the most enduring contributions of the Art Institute's Centennial Year."

Bill Berry '69, after living in Philadelphia, Heidelberg, Germany, and Honolulu, has settled in Madison where he is in his second year at the University of Wisconsin Law School. He married Mimi Eck two years ago, who is now a first year student at the Law School. Bill says, "I remember my years at North Shore with undiminished fondness. The more I experience, the more I realize what a unique and wonderful school it is."

Peter Flanzer '76, a senior at Kenyon College, is one of six lettermen on the college's tennis team. In the Spring schedule, Pete's doubles partner is Kerry Hall of Winnetka, son of Mrs. Julie Hall, our Middle School English teacher.

Karen Spencer '76 has been rowing on the Radcliffe crew and is a candidate for the U.S. women's crew in the Summer Olympics after the first round of competition. She comments, "Even if there are no Olympics, or even if I don't make the team, going through this experience of testing the limits of my physical endurance and strength is fantastic. Difficult, painfully so at times, I don't always succeed, but it's ultimately exciting."

New Brochure

There's a new brochure in the Admissions Office, picturing the school and its programs. Send for one and share it with a friend.

Commemorative Plate Honors 60th Anniversary



This is a handsome 11 inch Armetale plate featuring the auditorium as the central relief. To order, write: The Woman's Board of NSCDS, 310 Green Bay Road, Winnetka, IL 60093

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The Alumni Office,
Mrs. Jean K. Talley
The North Shore Country Day School
310 Green Bay Road
Winnetka, Illinois 60093



Sketch by Lucy Sievers, a senior.

The North Shore Country Day School
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